



## Examining an Argument

### Lesson Organizer

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| <b>Lesson Synopsis</b>        | Students read and analyze persuasive texts for quality, reliability and credibility of the evidence an author uses as support. Students analyze a famous speech to determine the effectiveness of rhetorical devices. Students apply the writing process to write their own argument in a timed situation.  |   |
| <b>Performance Indicators</b> | <ul style="list-style-type: none"> <li>After reading a famous speech, analyze the writer's use of evidence and rhetorical devices. Create a T-Chart depicting the analysis and the effect on the reader. (E1.FIG19A, E1.FIG19B; E1.10A, E1.10B) <b>ELPS</b> 1C, 1E, 1H; 4D, 4E, 4F, 4G, 4I, 4J, 4K; 5B, 5G</li> <li>In a timed situation, write a brief, credible argument persuading another individual to change his/her mind or actions on a specific campus or community issue. (E1. 13B, E1.13C; E1.16A, E1.16B, E1.16C, E1.16D, E1.16E; E2.17B) <b>ELPS</b> 1E; 5B, 5C, 5E, 5F, 5G</li> <li>Write multiple reflections including personal and world connections, thoughts, and responses to expository and persuasive texts. (E1.FIG19A, E1.FIG19B; E1.10A, E1.10B; E1.9C; E1.15Ci, E1.15Cii, E1.15Ciii) <b>ELPS</b> 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G</li> <li>Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins. (E1.1A, E1.1B) <b>ELPS</b> 1A, 1C, 1E, 1F, 1H; 4A; 5B, 5F, 5G</li> </ul> |   |
| <b>Key Understandings</b>     | <ul style="list-style-type: none"> <li>Credibility of sources affects the reliability of information.</li> <li>Specific techniques may be used to support an argument.</li> <li>Authors use techniques, form, and structure to influence the attitudes or actions of a specific audience.</li> <li>Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.</li> <li>Understanding new words, concepts, and relationships enhances comprehension and oral and written communication.</li> </ul>  |   |
| <b>TEKS</b>                   | <b>E1.1</b>   | <b>Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>  |
|                               | E1.1A   | Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. <b>Supporting Standard</b>   |
|                               | E1.1B   | Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of word. <b>Readiness Standard</b>  |
|                               | <b>E1.Fig19</b>   | <b>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth and increasingly more complex texts as they become self-directed, critical readers. Students are expected to:</b> |
|                               | E1.Fig19A   | Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images).   |
|                               | E1.Fig19B   | Make complex inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b> (Fiction, Expository) <b>Supporting Standard</b> (Literary Nonfiction, Poetry, Drama, Persuasive)   |
|                               | <b>E1.8</b>   | <b>Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>   |
|                               | E1.8A   | Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. <b>Readiness Standard</b>   |
|                               | <b>E1.9</b>   | <b>Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>   |
|                               | E1.9A   | Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion. <b>Readiness Standard</b>   |
|                               | E1.9B   | Differentiate between opinions that are substantiated and unsubstantiated in the text. <b>Supporting Standard</b>   |
|                               | E1.9C   | Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns. <b>Readiness Standard</b>  |
|                               | <b>E1.10</b>  | <b>Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</b>  |

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|                     | E1.10A  | Analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience. <b>Supporting Standard</b>   |
|                     | E1.10B  | Analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. <b>Supporting Standard</b>   |
|                     | <b>E1.13</b>  | <b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>  |
|                     | E1.13B  | Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning. <b>Readiness Standard</b>                   |
|                     | E1.13C  | Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. <b>Readiness Standard</b>   |
|                     | <b>E1.16</b>  | <b>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</b>   |
|                     | E1.16A  | A clear thesis or position based on logical reasons supported by precise and relevant evidence. <b>Supporting Standard</b>   |
|                     | E1.16B  | Consideration of the whole range of information and views on the topic and accurate and honest representation of these views.  |
|                     | E1.16C  | Counter-arguments based on evidence to anticipate and address objections. <b>Supporting Standard</b>   |
|                     | E1.16D  | An organizing structure appropriate to the purpose, audience, and context. <b>Supporting Standard</b>  |
|                     | E1.16E  | An analysis of the relative value of specific data, facts, and idea. <b>Supporting Standard</b>  |
|                     | <b>E1.17</b>  | <b>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>                              |
|                     | E1.17B  | Identify and use the subjunctive mood to express doubts, wishes, and possibilities.  |
| <b>Ongoing TEKS</b> | <b>E1.1</b>   | <b>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>   |
|                     | E1.1E   | Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. <b>Readiness Standard</b>   |
|                     | <b>E1.13</b>  | <b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>  |
|                     | E1.13A  | Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea). |
|                     | E1.13D  | Edit drafts for grammar, mechanics, and spelling. <b>Readiness Standard</b>  |
|                     | E1.13E  | Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.  |
|                     | <b>E1.15</b>  | <b>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>   |
|                     | E1.15A  | Write an analytical essay of sufficient length that includes: <b>Readiness Standard</b>  |
|                     | E1.15Ai   | effective introductory and concluding paragraphs and a variety of sentence structures <b>Readiness Standard</b> (Reporting Category 4) <b>Supporting Standard</b> (Reporting Category 5)   |
|                     | E1.15Aii  | rhetorical devices, and transitions between paragraphs <b>Readiness Standard</b> (Reporting Category 4) <b>Supporting Standard</b> (Reporting Category 5)  |
|                     | E1.15Aiii   | a controlling idea or thesis <b>Readiness Standard</b> (Reporting Category 4) <b>Supporting Standard</b> (Reporting Category 5)  |
|                     | E1.15Aiv  | an organizing structure appropriate to purpose, audience, and context <b>Readiness Standard</b> (Reporting Category 4) <b>Supporting Standard</b> (Reporting Category 5)   |
|                     | E1.15Av   | relevant information and valid inferences <b>Readiness Standard</b> (Reporting Category 4) <b>Supporting Standard</b> (Reporting Category 5)   |
|                     | E1.15C  | Write an interpretative response to an expository or a literary text (e.g., essay or review) that:   |
|                     | E1.15Ci   | extends beyond a summary and literal analysis  |
|                     | E1.15Cii  | addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations   |
|                     | E1.15Ciii   | analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices   |
|                     | <b>E1.24</b>  | <b>Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>  |
|                     | E1.24C  | Evaluate the effectiveness of a speaker's main and supporting ideas.   |
| <b>Materials</b>    | <ul style="list-style-type: none"> <li>• Vocabulary Notebook (1 per student)</li> <li>• Reader's Notebook (1 per student)</li> <li>• Writer's Notebook (1 per student)</li> <li>• Teacher Reader's Notebook (1)</li> <li>• Dictionary (class set)</li> <li>• Note card (6 per student)</li> </ul> |  |

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|  | <ul style="list-style-type: none"> <li>• Highlighter (3 colors per student)</li> <li>• Topic statement for argumentative essay</li> <li>• Short persuasive text about a controversial event or issue (1 per student)</li> <li>• 2 famous speeches (1 per student)</li> <li>• Audio of speeches (if available)</li> <li>• List of school or community topics</li> <li>• Sample argumentative essay (1 per student)</li> <li>• Chart paper (if applicable)</li> <li>• Six different root words from specialized academic vocabulary</li> <li>• Several prefixes</li> <li>• Several suffixes</li> </ul> |
| <b>Attachments</b>                             | <ul style="list-style-type: none"> <li>• Handout: <b>IR Book Page</b></li> <li>• Handout: <b>Consideration of Information</b></li> <li>• Teacher Resource: <b>English I Unit 04 Writing Appetizer</b></li> <li>• Teacher Resource: <b>English I Unit 04 Reading Appetizer</b></li> </ul>   |
| <b>Resources and References</b>                | None identified.   |
| <b>Possible/Optional Literature Selections</b> | District-adopted resources   |